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Counselling & Guidance Branch

EVALUATION OF GUIDANCE AND COUNSELLING SERVICES

By D. Feltham
Supervisor of Guidance
Calgary Board of Education

The effectiveness of the Calgary Public Board of Education guidance services was recently assessed over a period of three years (1971-74). The following methods for determining effectiveness of these services were used: 1) asking students, parents, teachers and school administrators how much use they make of guidance services, how helpful they find the services, and gather their suggestions for improving the service; 2) analyzing counsellors' professional use of their time; and 3) obtaining objective measures of student behavior changes resulting directly from guidance services.

In 1971-72, the Calgary Board of Education Guidance Department, in cooperation with the Research and Development Department, conducted an extensive survey of 10,000 senior high school students. Perceptions of these services were as follows:

1. 81% of the students responding reported that they had counsellor interviews at their own request during their term in high school.

2. 97% reported that they had been seen by a counsellor during their term in high school.

3. 74% reported having had a counselling interview three times or more during their high school career.

4. Over 60% reported having been in one or more group sessions (approximately 25% were involved in three or more sessions).

5. Over 50% reported having used career information provided by the Guidance Department.

6. About 50% reported having discussed an educational problem with a counsellor and about 75% said a counsellor should be available for this purpose.

7. About 30% discussed a vocational problem and about 65% said a counsellor should be available for this purpose.

8. Approximately 70% assessed their interviews as being helpful but the degree of helpfulness was seen as much greater by students who saw a counsellor at their own request.

9. When comparing the helpfulness of principal, teachers, counsellor and parents, students reported counsellors as being the most helpful in planning high school courses, planning post high school courses and vocational planning.

A similar survey was taken of approximately 4,000 junior high school students resulting in the following observations:

1. Over 90% of the students responding reported having been seen by a counsellor at the counsellor's request.

2. Approximately 45% reported that they asked for and received at least one individual interview with a counsellor.

3. Counselling interviews were perceived by the students as needed and helpful.

4. Approximately 75% reported receiving and/or using career information.

5. There were considerable between-school differences. These were:

a) in sexes concerning positive attitude toward interviews.

b) in the number of students who had an individual interview.

c) in the number of students who received group counselling.

d) in the number of students who wrote the guidance tests.

e) in the positive attitude toward the usefulness of the guidance tests.

f) in the number of students who received or used career information.

In the fall of 1972, the Calgary Board of Education Guidance Department, with the assistance of the Board's Research Department, conducted a survey of teachers' and administrators' opinions regarding guidance

services in their schools. The survey included fourteen senior high schools and twenty-seven junior high schools from which over 1,000 reponses were received. The significant highlights of the survey were:

1. In the junior high school, principals and administrators perceived personal/social counselling as the most important function while secondary school educational information and guidance testing were ranked as the second and third most important functions.

2. In senior high schools, teachers and administrators ranked approximately equal secondary school educational information, post secondary educational information and personal/social counselling.

3. Junior and senior high school teachers and administrators agree that better communication between teachers and counsellors and more teacher involvement in counselling would do the most to improve counselling.

4. Junior high school teachers and administrators suggest more counselling time and fewer clerical responsibilities would result in a significant improvement in guidance services.

In the spring of 1975, over 1,000 families who had children in Calgary Board of Education secondary schools responded to a Parent/Guidance Questionnaire. The following observations highlight the results:

1. 35% of the parents had used the guidance services and 85% said they were helped.

2. 86% of the respondents said their children had used the school's guidance services and approximately 70% said their children had been helped.

3. 94% indicated that guidance services are necessary in the schools and 60% said the services should be increased.

4. Parents emphasized the importance of secondary and post secondary educational information both for themselves and for their children.

5. Approximately 65% of the parents responding to the questionnaire suggested that evening office hours for counsellor/parent interviews would be an important additional service.

Secondary school counsellor reports were submitted for the 1973-74 school year reporting on their professional use of time. Observations from this information are:

1. Counselling interviews relating to individual students personal/social concerns conducted with students, parents, administrators, teachers and outside agencies comprised 23% of total guidance time.

2. Counselling interviews relating to individual students educational/vocational concerns conducted with students, parents, administrators, teachers and outside agencies comprised 45% of total guidance time.

3. Activities related to making the interview time effective; e.g. Group Guidance, Psychological Testing and Educational/Vocational information comprised 32% of guidance time.

Measurements of changes in student behaviours as a direct result of counselling were collected. In 1972-73 the Calgary Board of Education and the Alberta Government, Department of Education, jointly funded an innovative project entitled "Effectiveness of Group Counselling Procedures." Approximately 800 junior and senior high school students were involved in the project. The most relevant and significant finding was the statistical evidence that suggested the attendance and achievement of students identified as truants and underachievers was significantly improved by both individual and group counselling. In conclusion, the general findings of this extensive evaluation in the Calgary Public School System were:

1. Almost all students use guidance services upon their own request and rate the service as helpful, but they express a need for more vocational/educational counselling.

2. Most teachers and virtually all administrators rate the guidance service as needed and helpful, but they express a need for more counsellor consultation.

3. Almost all parents stated that guidance services are necessary in secondary schools and over half said that the services should be increased.

4. Counsellor reports indicated that they

spend approximately 2/3 of their time in face-to-face contact related to individual student problems.

5. Students who receive counselling services improve their attendance and marks more than do comparable students who do not receive counsellor assistance.

Generally, it can be concluded that guidance functions are designed to improve students' attitudes, goals and skills in order to facilitate their effectiveness in the classroom.

The evidence collected in this evaluation suggests that guidance services are of educational value in terms of their intended objectives and the assumption is made that more service would provide even more positive results.

* * * * * *

PROBLEMS RELATING TO VISUALLY IMPAIRED STUDENTS

Do you have questions or concerns relating to partially sighted or blind students in your school?

Two ten day courses for visually impaired teenagers will be held (one in Calgary and the other in Edmonton) this summer. Courses assist students in skill development, public speaking, mobility, etc. Late afternoon and evenings are devoted to recreational and social activities. Do you know a visually impaired student who would profit from such a course?

Three blind senior students have begun an optacon training program which will enable them to read printed material. The development of this new skill will not enable these students to dispense with braille but it will provide them with an additional avenue for learning and a greater degree of independence. Would you be interested in seeing a demonstration of special equipment such as the optacon, the talk out calculator and the closed circuit television reader for the visually impaired?

Department of Education consultants for the Visually Impaired would be pleased to assist you. They may be contacted at the following locations:

Miss M. Hatch
Edwards Professional Centre
10053 - 111 Street
Edmonton, Alberta
427-2939

Mr. W.F. Lockhart
Edwards Professional Centre
10053 - 111 Street
Edmonton, Alberta
427-2939

Mr. E. Lau
Rm. 1200 Rocky Mountain Plaza
615 Macleod Trail S.E.
Calgary, Alberta
261-5026

* * * * * *

COUNSELLORS' LEADERSHIP COURSE SET FOR JULY

The 1976 Leadership Course for Counsellors is scheduled for July 12 - 16 inclusive, at the Alberta School for the Deaf in Edmonton.

The course is designed to enhance counsellors' skills and knowledge and to enhance the quality of leadership in educational settings. It is intended to serve three major purposes:

- to provide an opportunity for counsellors to become informed of new techniques and trends in the field of counselling.

- to provide a setting for inter-communication of new concepts and discussion of counsellor's role.

- to discuss, cooperatively, specific and relevant problems relating to counselling practice.

Theme of this year's course is "New Directions in Counselling."

Registration forms and further information are available from: Dr. H.W. Zingle, Faculty of Education, University of Alberta, Edmonton.

SURVEY OF ALBERTA PERSONNEL IN PUPIL PERSONNEL WORK

The Counselling and Guidance Branch has conducted surveys to identify the pupil personnel force in Alberta. Data for the school year 1975-76 is included in the following tables.

Pupil Personnel Employed Throughout the Province

Personnel	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities*	Rural	Total
School Guidance Counsellor	87	35	89	17	32	89	349
Teacher-Counsellor	16	4	58	18	43	92	231
School Psychologist	16	5	15	11	2	9	58
Speech Therapist	12	3	15.5	4	1	3	38.5
School Social Worker	12	1	5	2.5	0	0	20.5
Visiting Teacher (Elementary Counsellors)	0	0	30	0	3	6	39
Home Visiting Teacher	7	1	2	1	3	0	14
Pupil Personnel Administrator	4	1	1	1	0	0	7
Pupil Personnel Admin. Assistant	1	0	1	0	3	6	11
Hearing Clinician	0	0	0	0	0	0	0
Reading Clinician	14	4	10	5	3	25	61
Psychometrician	0	1	0	1	0	1	3
Learning Assistance Center Clinician (Tutors)	0	0	2	0	9	17	28
Guidance Administrator	1	1	2	0	0	2	6
TOTAL	170	56	230.5	60.5	219	250	866

*Camrose, Drumheller, Grande Prairie, Lethbridge, Lloydminster, Medicine Hat, Red Deer, Wetaskiwin

Percentage of Time Spent Counselling by Counsellors

Percentage	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities*	Rural	Total
0 - 15	0	6	6	0	5	11	28
16 - 30	4	1	17	0	0	2	24
31 - 45	5	0	11	0	1	0	17
46 - 60	17	0	0	0	3	10	30
61 - 75	0	1	10	18	4	16	49
76 - 90	2	5	37	0	5	14	63
91 - 100	75	22	98	17	14	36	262
TOTAL	103	35	179	35	32	89	473

Counsellors Employed Throughout the Province

Personnel	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Other Cities*	Rural	Total
Guidance Counsellor & Administrator	2	1	2	0	0	2	7
Counsellor	64	34	119	17	32	87	353
Guidance Teacher & Counsellor	37	4	58	18	43	92	252
TOTAL	103	39	179	35	75	181	612

* Camrose, Drumheller, Grande Prairie, Lethbridge, Lloydminster, Medicine Hat, Red Deer, Wetaskiwin

INTERPERSONAL SKILLS TRAINING IN THE CALGARY SCHOOL SYSTEM

By Ian Dallas
Assistant Supervisor of Guidance

In 1970 Bowness High School in Calgary was in the process of adopting a model of instruction based on individualization and continuous progress which was changing the role of the teacher; subsequently, a number of teachers asked their Guidance Department if they were willing to offer a course that would help teachers with one-to-one communication skills. A steering committee consisting of Robinson, Feltham, Gaetz, Manley, and Conklin decided to use a didactic approach to Interpersonal Skills in the development of human resources. With the help of the University of Calgary personnel (Manley, Conklin); Harry Robinson, Department Head of Guidance at Bowness initiated a program of Interpersonal Skills Training in his school. The response of teachers who participated was extremely enthusiastic and supportive.

The Interpersonal Skills Program was based on two assumptions: The first was that students are likely to learn most from teachers who show high levels of understanding and respect for their students and who are genuine in their relationships with them. There is a great deal of research evidence to support this assumption (Christensen 1960; Reed 1961; Truax 1965; Aspy and Hadlock 1967; Stoffer 1970; Coombs 1968; Calgary Board of Education 1972). Mastery of subject matter or teaching methods as a prerequisite for good teaching does not guarantee success that good teaching will be the result. The "whole" teacher or effective teacher is not only qualified in both the knowledge of his subject and the methods he utilizes, but also must demonstrate, at least at a minimally helpful level, the skills that are important in human relationships which include empathy, respect, warmth, genuineness, concreteness, and confrontation. The second assumption was that through a systematic training program these interpersonal relationship skills can be increased. Researchers such as Carkhuff, Truax, and Berenson have reported that teachers who were systematically trained exhibited higher levels of interpersonal skills in the classroom.

Mike Manley, Harry Robinson, and Ed Gaetz designed a 30-hour training program including a didactic approach emphasizing the understanding and rating of interpersonal skills and a great deal of practice in communication skills using one-to-one and small group settings. The basis of this program was a model devised by Robert Carkhuff and described in his book The Art of Helping. It featured a very structured approach to the learning and practicing of attending, listening, and responding skills. A critical element in the success of this type of program is the level of functioning of the trainers who are offering the course. Research by Carkhuff has shown that the degree of change in communication skills by participants is directly related to demonstrated skills by trainers. It seemed essential to ensure that the counsellors who were to lead groups were operating at least at a minimum level of effectiveness. As a result, in 1971-72, through an innovative program funded by the Calgary Board of Education and the Alberta Department of Education, 36 full-time counsellors throughout the school system were trained in interpersonal skills; 12 counsellors were selected and given advanced training to become trainers. Bowness continued their staff development program in interpersonal skills using the school guidance department as a resource group. The success of their program encouraged a number of other schools and groups to implement similar programs.

The Superintendent of the East Area of the city, Len Ross, applied for an E.O.F. grant in 1972 to implement a program of Interpersonal Skills Training for all interested teachers and administrators from K-12 involving approximately 50 schools in the East Area. Over the next three years some 300 teachers and administrators participated in a 30-hour out-of-school program. Trainers who offered the courses were primarily those who had been trained under Manley, Gaetz, and Robinson. Harry Robinson coordinated and monitored the program.

Doug Feltham, the Supervisor of Guidance for the Calgary system provided support and encouragement. A group of schools from K-12 in the Bowness, Montgomery area of the city also became involved in Interpersonal Skills Training using the Carkhuff model. As the program evolved,

changes were made in the content of the course and attention was paid to the application of communication skills in a classroom setting, thereby helping teachers develop skills to more effectively deal with students' expressed or unexpressed feelings: such as hostility, resentment, frustration, and discouragement. An additional component consisted of strategies in the classroom designed to help promote self-esteem among students.

Participant's response to the Interpersonal Skills Program being offered in the Calgary public system has been very positive. Questionnaires completed by those having taken the course reveal:

- 85% reported that as a result of having the training they react more positively to students.

- 89% felt that their parent contacts were more effective.

- 81% felt the relationship between teachers and between teacher and administrator had improved.

- 91% felt the training was worthwhile in what they were able to gain by attending the sessions.

91% felt the program added to their knowledge about human relations.

- 88% tried many of the ideas from the program and found them effective in the classroom.

- 80% felt the program had a positive effect on their confidence in dealing with people.

During the past year the Interpersonal Skills Training Program has been expanded to examine a number of other human relations issues in the schools. Using an experiential approach, a series of workshops were designed to study issues such as self-awareness and awareness of others, group processes, group problem solving, personal feedback, leadership, and communication. Three 30-hour workshops were offered to counsellors to familiarize them with the use of structured experiences as a method of working with groups of students and staff.

Structured Experiences have been pioneered by John Jones and William Pfeiffer of University Associates as a method of carrying out human relations training. The Structured Experience method uses an experiential cycle which allows participants to first experience through an exercise, game, simulation, or role play and then to apply these learnings to their real life situation. An example might be: what are the effects of competition upon students in a classroom or for that matter on a school staff? This course gave counsellors an opportunity to upgrade their group facilitator skills. As a result of the success of this course, counsellors offered a series of workshops on the above topics to various groups, including administrators, business education department heads, visiting teachers, and a number of school staffs. The response has been overwhelmingly positive.

The involvement by counsellors in Human Relations Training over the past six years has had some very positive effects on the image of counselling within the public school system. It has demonstrated that counsellors do have skills which can be passed on to teachers. An important spinoff has been that the visibility of counsellors has been increased substantially. Whereas counsellors in both the junior and senior high schools have continued with their more traditional functions, human relations training has offered another way of working with teachers for the benefit of students. In addition, the Interpersonal Skills Training Program, and more recently our workshops around Structured Experiences, have encouraged counsellors in the schools to become involved in professional development and also provided the opportunity for counsellors to get to know each other.

Within six years the program has expanded on a system-wide basis with the result that over 600 teachers, counsellors, and administrators have participated. The central Guidance Department has continued to support and modify the program, believing that its existence has added greatly to counselling services in this school system.

* * * * * *

In a recent follow-up study young adults whorepresented a cross section of 400,000 secondary students in Project TALENT during 1960 were asked to judge the quality of their life and to indicate how education contributed to or detracted from it. The interviews conducted in the study which was sponsored by the National Institute of Education revealed the following five serious deficiencies in U.S. schools.

a) Inadequate vocational and educational guidance inhibited the personal development of 86% of the men and 66% of the women. Lack of knowledge about personal interests, abilities and values and how these were related to educational programs and careers resulted in wasted time, lack of motivation and personal frustration when the young adults were searching for and adjusting to an appropriate career.

b) Inconsistent quality of teaching was identified as a problem area. Many comments indicated a negative reaction to teachers' skills and personalities. More than 60% of the respondents who indicated that one or more educators had contributed positively to their lives greatly appreciated teachers who developed their interests in literature, science or mathematics. They also liked teachers who were competent and industrious and who encouraged high-level performance in their classes. On the other hand, young adults (60% of the men and 50% of the women) who expressed negative attitudes disliked teachers who lacked interest in teaching and who "looked down on students".

c) Lack of individualized instruction was cited by 65% of the young adults who indicated that their education would have been improved by a more extensive use of this approach. Only 25% of the respondents said that a teacher had circumvented the lockstep approach to meet a specific need. Some young adults said they did not receive needed special help to compensate for speech impediments, hearing difficulties, etc. Others reported the failure of teachers to provide for the slower or faster rates of progress among students.

d) Inappropriate curricula caused 64% of the men and 78% of the women to indicate that they would have benefitted from specific additional courses. They felt much time was wasted on topics that neigher interested them nor appeared to be of value in later years. Young male adults indicated that they needed more courses inscience, mathematics, industrial arts, auto repair and welding. Young females cited business education, fine arts and foreigh languages. Both groups wanted courses in sex education, marriage and family management.

e) Inadequate counselling on personal problems also affected the quality of life for a small sampling of interviewees.

Generally, the young adults expressed satisfaction with the components considered to be important to the quality of life such as health, spouse, job, children and developing maturity. The only major discrepancy occurred in their satisfaction with intellectual development. Three-fourths of the 30 year-olds indicated the importance of intellectual development but only 59% of the men and 50% of the women were satisfied with how they were developing intellectually.

FOCUS ON

CALGARY HIGH SCHOOLS' GUIDANCE DEPARTMENT HEADS OF GUIDANCE

AND TWO VISITING TEACHERS

Front Row: (left to right)

L. Seaman, H. Gish, Mrs. G. Cashion (Sr. Visiting Teacher), D.W. Feltham, (Supervisor of Guidance), Mrs. A. DeWitt, Mrs. J. Boyle, A. Morgan

Back Row: (left to right)

R. Boutillier (Visiting Teacher), A. Howarth, C. Goddard, W. Cousins, N. Fox, B. Patterson, M. Lucas, G. Rice, R. Silver (Adult Education Counsellor), K. Huber, R. Leavins, I. Dallas (Assistant Supervisor of Guidance), W. Sears, M. Gushaty (Career Information Consultant.)

FOCUS ON

COUNSELLING IN THE CALGARY PUBLIC SCHOOLS

By D.W. Feltham
Supervisor of Guidance

Counselling in the Calgary Public Schools had its beginning in 1938 when guidance was first recognized as a new field of educational work in which teachers of all grades had both a responsibility and an opportunity to help children and young people get the greatest value out of their school experiences. In 1945 Mr. H.E. Panabaker was appointed to the newly created position of Supervisor of Guidance, and he outlined a plan for development of a full guidance program.

Within the next 15 years guidance and counselling made great strides under Mr. Panabaker. Counsellors were appointed to the senior high schools, liaison was established with post secondary institutions, national employment service, and small libraries of occupational information were set up in all junior and senior high schools. He also undertook the establishment of a comprehensive guidance testing program, guidance in-service training, started group guidance under the direction of the Department of Education and set up a grade nine profile sheet that has been revised but is still being used today. These school-based services emphasized educational and vocational guidance with a focus placed on solving personal problems. The elementary guidance service was centrally located and the guidance function was carried out by visiting teachers who worked mainly with students having personal problems. During the formative years Mr. Panabaker reported that the major problem in the development of an adequate guidance program was in securing well trained counsellors.

In 1956 Dr. C. Safran became Supervisor of Guidance and Special Educational Services. During the next decade Guidance and Special Educational Services expanded rapidly to become a division with Dr. Safran as Superintendent of Special Educational Services. Seven separate departments were established within the division: Guidance and Counselling, Special Education, Visiting Teachers (counsellors in Elementary), School Psychologists, Speech Pathologists, Learning Assistance Centre, and Attendance. Today Dr. C.H. Sangster, Director of Special Educational Services, heads the division; and with the exception of change in title and personnel, the organization remains essentially the same.

Today guidance services are maintained in the high schools by 59 counsellors of whom 52 have graduate training and 51 have full-time guidance assignments. The ratio is 1:365. Services in the junior high schools are provided by 88 teacher-counsellors of whom 37 have graduate training, but only 15 have full-time guidance assignments. The ratio in junior high schools is 1:480 with significant differences among schools. Elementary counselling is carried on by 27 visiting teachers (Child Development Specialists) who are centrally located but have responsibilities for specific elementary schools within the system, spending approximately one-half day per week in each school.

Counselling services in the elementary schools place emphasis on children with social, emotional, and academic problems which interfere with the child's progress in school. Visiting teachers help to resolve the problem by:

1. Counselling with the child and/or parents on a limited time basis only. Referral to other agencies is made if more counselling appears desirable.

2. Counselling with parents, teachers, other special educational personnel, psychiatrists, agencies, and other medical personnel in order to attain the necessary information to help in resolving the problem.

3. Coordinating the plans of action to be taken by the child, his parents, the school, and other personnel involved.

These services are coordinated by a senior visiting teacher.

Guidance and counselling in the secondary schools emphasizes working with all students rather than the 5 - 10 percent who may have serious personal problems. The guidance program is developmental and preventative in nature, rather than crisis oriented, and attempts to assist students in their decision making. During the 1970's the role of the counsellor has been changing from priority on one-to-one counselling to counselling individuals in small groups, as well as spending more time on consultation and coordination with teachers, administrators, parents and agencies.

The Central Office Guidance Department has attempted to facilitate the changing role of the counsellor by:

1. A systematic evaluation of our school guidance services by students, teachers, administrators, and parents during the past three years.

2. The development, collection, and distribution of current vocational information to all secondary counsellors.

3. In-service training programs in interpersonal skills and structured experiences have been made available to all counsellors so that they can work more effectively with students, teachers, administrators, and parents.

4. Counsellors have achieved greater visibility because of their involvement in staff consultation and staff development.

5. A greater emphasis on group work, using the latest ideas and techniques to maximize student growth.

6. Continued stress on group testing in aptitudes, abilities, and interests to assist students in their educational, vocational, and personal decision making.

7. Becoming involved in curriculum by providing information and instruction to classroom teachers on guidance topics that relate to certain curriculum areas.

The Supervisor of Guidance and his two assistants coordinate the guidance program.

In recent years the Calgary Board of Education has given priority to school counselling services and, as a result, the counsellor-student ratio has been reduced from 1:600 in the 1960's to 1:450 in the 1970's.

Trends in counselling in the late 1970's will continue to focus on individual counselling, counsellor in-service training, counsellor involvement with teachers in resolving student problems, counsellor involvement in staff development and curriculum, upgrading of vocational information, and emphasis on career developments as an integral part of the counselling process. The greatest challenge continues to be the quality and training of school counsellors. The future of school counselling depends upon each counsellor and his commitment to students, using his newly acquired skills on their behalf to work with administrators. teachers, and parents.

* * * * * *

SURVIVAL CAMPING: ENHANCING STUDENTS' SELF CONCEPTS

by Pierre Berube
Staff Development Coordinator
Westfield Diagnostic and Treatment Centre

Camping is quickly becoming an important part of the outdoor recreation programs in many Alberta schools. There are different kinds of camping activities to which students can be exposed, and different camping programs can have varying impacts on participating students. The following survival camping program was designed for emotionally, mentally and behaviorally disturbed adolescents and adults; however, it could be equally applicable and advantageous to regular school students. The program is aimed at developing greater feelings of competence and self-sufficiency in participants, thus leading to an enhancement of self-esteem.

The activities of the camp are divided into four main components - fear-stress, life stress, skill development, and environmental manipulation problems.

Fear-Stress

Situations of crisis are generally seen as opportune times for therapeutic intervention or for a growth experience. In this camp, fear-stress activities such as walking a zip line (a tight rope stretching between trees with a balancing line)* and progress to the more challenging feats of scaling a rock face and rappelling down a cliff. These **exercises**, though they can be quite safe with the use of a safety line, are nevertheless very frightening for the inexperienced individual. Yet, we have found that the main barrier to participation is usually only fear; the tasks themselves are simple.

Fear-stress **exercises** are constructed to make participants honest with themselves and the rest of the group. There is a breakdown of defence mechanism; the "cool guy" may give up his facade, and thus realize that the group is empathic and accepting of him in spite of (and perhaps because of) his exposure of true self.

*A series of such exercises are described in "Project Adventure" - Adventure Curriculum: Physical Education, 1974, 775 Bay Road, Hamilton, Massachusetts, U.S.A. 01936.

Life Stress

Though participants are not in any real danger during the camp (they are not lost, and thus in an emergency situation could be moved to safety), attempts are made to closely approximate a real survival situation. Our Alberta forests provide us with a natural environment which, if properly utilized, contain all of the elements necessary for survival. Only limited food supplies are brought in along with other basic necessities such as rain wear, a knife, and a sleeping bag. Participants soon learn that they are dependent on their own resources and initiative to survive. They are put in a situation where they believe, "I am going to have to produce or it could be critical."

A very strong feeling of self-sufficience can be derived from the realization that one can, and has mastered the perils of a storm in the forest, or that he could live for months in this environment, relying only on his own resources to keep warm, conserve energy, gather edible plants, and trap or snare animals. The novice camper of course is not adequately prepared to survive on his own; he could not be self-sufficient.

At the beginning of the camp, participants are divided into camping groups of four. Thus, initially they depend, not only on themselves, but also on their team-mates and on the expertise of the counsellor and the survival expert. Throughout the week, however, everyone is preparing himself for a one or two day solo. This is a time when each camper will be spotted in one area, alone, relying completely on his personal resources and on the knowledge and expertise he has acquired during the week. It is at this point that he is most likely to experience strong feelings of competence and self-sufficiency.

Skill Development

During the camp, participants are learning such skills as shelter construction, snaring, lighting fires, plant identification, orienteering, etc. This provides them with an opportunity to show themselves that they can undertake and complete a constructive project. Students often assume the position: "I am what I can do," and therefore, teaching them skills is a way of developing their

feelings of competence and self-worth.

Environmental Manipulation

This component of the camp consists of solving a number of initiative tests, or activity problems. An example is the twelve-foot wall. The objective is to get the entire group over to the other side of the wall. Individuals have to work as a team, discovering alternatives in the tackling of the problem, and figuring out how to get the last member over the wall after everyone else has already completed the task! Such activities will usually build up the cohesiveness of the group.

Rather than assuming a purely didactic role, the counsellor acts as a facilitator to experiential learning, encouraging the campers to discover their own answers and solutions to problems. The outcome is that individuals become aware of their own re-ources and experience a greater sense of accomplishment once the task is completed. Some instruction is necessary, e.g. which plants are edible and which are poisonous; or how to use the rope in rappelling. The emphasis, however, is on experiential learning with the facilitator presenting the group with various exercises to do, providing them with encouragement, dropping cues at appropriate times, and helping participants to evaluate their experiences.

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CALGARY BOARD OF EDUCATION CAREER INFORMATION CENTRE

By Metro Gushaty
Career Information Consultant

The Calgary Career Information Centre evolved because of needs expressed by counsellors and students for information regarding local job opportunities, local salaries, local educational training facilities, and entrance standards at post-secondary educational institutions and apprenticeship. It was then arranged to involve local business and industry in career information which was characterized by career pamphlets and a consultative service to counsellors, students, and parents. In time, a summary booklet was developed which became known as CAREER TRENDS.

This initial program of some 30 job areas has now expanded to include over 200 careers, up-dated biennially, many of which require post-secondary training - some others of which do not. These job areas are researched and written by the Career Information Consultant and printed as one-page MY CAREER sheets. Each one describes the nature of the work, the requirement for entry or further education, the suggested personal qualifications, the job opportunities upon completion of training, approximate starting salaries, and persons or places where students can gather further information about the career area.

The whole series of careers is classified according to the Canadian Classification and Dictionary of Occupations. The CAREER TRENDS handbook now contains a summary of each of the MY CAREER sheets, some vocational and educational guidance for students, and a list of about 70 business and industrial consultants who are willing to discuss their careers with students, counsellors, or parents.

The Career Centre through the Career Information Consultant keeps in close liaison with most Alberta post-secondary educational institutions, Manpower, Alberta Vocational Centre, Alberta Apprenticeship Board, and others. All current information from these institutions is funnelled through the Career Centre to the various Calgary junior and senior high schools. This included calendars, scholarship application forms, apprenticeship bulletins, program tapes, etc. Some additional planning is in progress to assist junior high schools with group guidance programs, and with scholarship information at the high school levels.

This service, although undertaken to assist the Calgary Board of Education counsellors and students, has now expanded to the point where this information is being supplied, by sale, to more than 70 junior and senior high schools, as well as Advanced Education and Manpower offices, throughout the province.

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PROFESSIONAL IMPROVEMENT LEAVE

After 18 years of involvement in guidance and counselling in Calgary and Alberta I have been granted a Professional Improvement leave to study guidance programs in Canada, U.S.A., Australia and New Zealand.

The survey will include the following objectives:

1. To study school systems in order to determine the quality of Pupil Personnel Services.

2. To examine materials that may be useful in the Calgary system.

3. To examine guidance rationales and functions in other school systems.

4. To discuss trends that will determine counselling emphasis in the next decade.

5. To determine how Pupil Personnel Services are financed.

6. To investigate the training, recruitment and placement of school counsellors.

I feel that a survey, carried out by personal visitation, will prove very beneficial to the Calgary Board of Education, because I can compare the quality of our guidance services with other systems of similar size; I can check on new ideas and concepts in Pupil Personnel Services; and I will be available to look at organization, materials, training of counsellors and their school functions. This information may assist us in determining trends in guidance and counselling in the next decade in the Calgary Public System.

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GUIDANCE COUNCIL NEWS

The past year has been a successful one for the Calgary Regional Guidance Council. The Executive decided in September that the Council would offer a "workshop" format this year.

At the initial Regional meeting, the topic "The Counsellor as a Political Influence" brought forth considerable debate and comment from those attending. At this meeting members were asked to suggest "workshop" topics. The following areas were selected:

1. Family Therapy - Thursday, March 11 Mrs. Delores Seaman (Counsellor - Sir Winston Churchill High School)

2. Behavior Modification Techniques - Wednesday, April 14. Dave Workman (Counsellor - St. Francis High School)

   Ann McKeough (Counsellor - St. Mary's Community School)

3. Relaxation and Desensitization Techniques - Thursday, May 13. Bob Boutellier (Counselling Consultant with Visiting Teacher Department, Calgary Board of Education)

Each workshop followed a two hour formal with time provided to unwind and socialize before and after each presentation. Practising counsellors were asked to focus on the practical implications in their presentations.

Attendance at each workshop was excellent. The level of professionalism shown by the workshop leaders has been most admirable. Evaluation sheets were distributed following each session and the feedback indicated that members of the Council were extremely pleased with the concrete and practical approaches presented. The indications from the membership have shown that definite needs are being met by such work shops.

By Dave Devin, President Calgary Regional

IMPRESSIONS: INTERNATIONAL ROUND TABLE FOR THE ADVANCEMENT OF COUNSELLING

By: D.D. Sawatzky
University of Alberta

I spent an interesting four days from April 11 to 15th inclusive in Wurzburg, Germany. The event was the Seventh International Conference on Counselling, which was held at the University of Wurzburg. With me from Alberta were Dr. John Paterson of the University of Alberta and Mr. August Frauenfeld, Director of Westfield, a home for emotionally and behaviorally disturbed children. Representation at this conference was from various parts of Europe, the Middle East, Africa and North and South America. The most interesting aspect of the program for me was the informal interaction with counselling practitioners as well as theorists from various parts of the world. The International Round Table for the Advancement of Counselling is an organization which has consultative status with a variety of groups including The United Nations, UNESCO, The International Labor Organization and UNICEF. The theme of this, the Seventh International Conference, was "New Trends and Perspectives in Counselling." Each morning, plenary sessions featured prominent practitioners and theorists in counselling who presented some of their latest ideas. Simultaneous translations were given in English, French, and German at all of these sessions. The afternoons were spent in working sessions on a variety of topics related to counselling. I was generally surprised by the degree to which countries in Europe in particular have adopted American theoretical models as the basis for much of their counselling work. One evening during the conference was devoted to the presentation of new films in counselling. Several films from Alberta highlighted this session, including the recently produced film, "Who's Got the Power."

Generally speaking, my impressions of this conference were extremely favorable, even though I became somewhat impatient with the amount of protocol and formality that was always present. This, however, was probably necessary in order to maintain the interest and involvement of people from a great variety of backgrounds and cultures. Mr. H. Hoxter, President of IRTAC, and Head of the Centre for Studies in Counselling at the North East London Polytechnic, certainly deserves commendation for his thorough organization of many aspects of the conference. A highlight for many Canadians present was the election of Dr. John Paterson of the University of Alberta to the Board of Directors of the IRTAC Organization. John is the first Canadian to hold a position on the Board of Directors of IRTAC, and will be participating in the planning of the next conference which will be held in 1978, likely in Oslo, Norway.

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ANNUAL SCHOOL COUNSELLORS FALL CONFERENCE

THEME: JOINING THE MAINSTREAM

DATES: October 29 (evening) and October 30

PLACE: Banff Springs Hotel

The annual fall Conference of the Alberta Guidance Council is scheduled for Friday evening October 29th. and Saturday, October 30th. at the Banff Springs Hotel

The theme "Joining the Mainstream" emphasizes a practical "doing" approach to the job of counsellor - as counsellor, consultant, human relations trainer, psycholo-

gical educator, and human resources manager.

Sub themes and sessions will deal with such topics as: Giving away our expertise- Human Relations training and professional development

Case management - problem solving, consultation and resource utilization.

Preventive education - programs in affective development; programs in parenting.

Career development for tomorrow today - access and utilization of informational resources; interfacing school with the world of work.

Sessions will stress practical activities and approaches presented by people in the field who are using such approaches.

Detailed information and registration materials will be distributed in early June. Price advantages are provided for Guidance Council members. Pre-registration will be required for all conferences.

Mark your calendar now, watch for publicity and plan to attend. If materials miss you in June write to Al Nichols, Edmonton Public School Board, or Terry Mott, Guidance and Counselling Branch, Department of Education, Edmonton.

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EXPLORATIONS IN CAREER PLANNING PROGRAMES

Camrose, Ponoka, Smoky Lake, Vermilion, Hinton, Banff, Grand Praire and Slave Lake hosted ECP programes this year. These programes are designed to supplement existing efforts of school jurisdiction in assisting students with their career planning.

Ponoka Composite High School counsellor Garry Anderson provides the following comments describing his experiences in hosting this programe.

If there has ever been any doubt in the usefullness of Career Day in this region of Central Alberta, they have been dispelled by our recent Explorations in Career Planning Day last March 3rd. The County of Ponoka's last attempt at Career Day was four years ago when the power failed for four hours, pretty well ruining much of the day. However, this year's programe went off like clock work with approximately 900 students attending from the counties of Lacombe, Wetaskiwin, and Ponoka. Each student; depending on when he arrived and how long he could stay, attended from three to five career presentations, each 50 minutes long. Every student was preregistered and issued a ticket one week in advance, of the 4,000 tickets issued over 3,600 came back. There was a total of 36 different career and post-secondary education presentations of which all were rated by the students as being good to very good.

Almost without exception, the speakers finished the day enthused and satisfied that their day had been very well spent. Some speakers wrote back saying " .. . this was undoubtedly the most efficiently run and enjoyable ECP programe I have ever attended." Perhaps the most rewarding feedback came from one speaker when he wrote saying:

"It's really hard to express in words how gratifying it is to find oneself so well received, directed and provided for during our visit and to top it all find such a good response from, the purpose of this whole effort, the student."

The teachers, all of who took an active part during the day, announced their willingness to help again the next time. The evaluation of the day was the task of two School Board members who asked to be quoted as saying: "It was a perfect day, it couldn't have been better."

I have been asked to indicate what I felt were the key factors in making the event successful and while many factors go into making the day a success I would narrow the most important ones down to the following:

- all the students were preregistered

and issued tickets for the individual presentations. The school kept one-half of the ticket, the student the other, if the student didn't return his half when he attended, he was assumed to be absent. The tickets serve to remind them of the time and place of the sessions also.

-each student was required to attend a minimum number of sessions, in the host school (Ponoka Composite High) every student had to attend five out of a possible seven presentations. If they did not wish to do that they were asked to stay home and be marked absent. This may sound a bit high handed, but let's not forget that the student confronts this every day at school anyway, so why should this day be any different? In fact, one student who served on the planning committee was insistant that attendence be taken and recorded during this day.

- a class of 31 Social Studies 10 students were involved to prepare tickets, advertise, help register, assist teachers, guide, run the information booth and take attendence after the day was over. (Remember there were 4,000 tickets to prepare and give out!) Their help was vital to the success of the day.

- every teacher from the host school was asked to attend four to five sessions, introduce the speaker and supervise the class. The attendence of the teacher was very much appreciated by the speakers and students. The presence of the teacher underlines the importance of the presentation.

- each speaker was contacted well ahead of time for an outline of his or her talk, this information was then passed on to the students before they registered. Speakers were encouraged at this time to include some audio-visual material in their presentations.

- the full support and confidence of the administration or principal is essential - and certainly I was very fortunate to have this in our case.

The above I feel were the key factors in making the day a success. In all honesty, one speaker was critical of the compulsory nature of the day and how this showed up in the lack of questions from students in his classes. Certainly his point is well taken and it does underline the importance of preparing students in advance, but I still would conduct my day no different if I were to do it again. I hope that some of the points I have listed may be helpful to others in planning further Explorations in Career Planning Days. It takes a lot of work to make one of these days work, but I would reassure anyone who is planning to organize one - it is time very well spent.

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SPOTLIGHT ON

Linda Berg, University of Calgary
Denele Walsh, University of Alberta

The Counsellor Training Award is presented each year by the Counselling and Guidance Branch to the student judged by a selection committee to be most outstanding in the Counsellor training program at both universities.

Linda Berg was born in Edmonton, Alberta and lived there most of her life. She graduated with honors from O'Learly High School and obtained a Bachelor of Arts Degree with Distinction in History and Sociology from the University of Alberta in 1971. After completing a year in the Faculty of Education at the University of Alberta, Linda accepted a teaching position with the Lac La Biche School Division and taught High School Social Studies and English for one year. She remained in Lac La Biche a second year as a High School Counsellor. Travel has always been a keen interest and Linda spent two summers travelling through Western Europe and to Soviet Union. Marriage brought her to Edmonton and a teaching position in Junior High with the County of Strathcona.

The Bergs were transferred to Calgary in January, 1975 and Linda has since worked for the Calgary Separate School Board. She has worked as a Home Visiting Teacher and then as a Counsellor at St. Francis High School. In July, 1975 Linda began working on an M.Ed. in Educational Psychology-in Counselling on a part-time basis. She is presently working as a counsellor at Brebeuf Junior High School in Calgary.

Of the many challenges facing counsellors today, Linda feels they are most keenly felt at the Junior High level. She hopes to continue working in this area.

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I was born in Lacombe, Alberta and my basic education was taken in Coleman and Ponoka. After graduating from Ponoka Senior High School in 1964, I attended Fort Wright College of the Holy Names in Spokane, Washington. My undergraduate work in Education involved majoring in Home Economics and Chemistry. After acceptance into the Masters of Education Program, University of Alberta, I completed the majority of my course work by summer session and evening credit. During the past year I have been registered as a full time student to complete the program requirements.

My initial teaching position was at Salisbury Rural as an Opportunity Instructor in the County of Strathcona. In 1968 I accepted a position with Red Deer Public Schools and worked for 5 years as a Junior High Counsellor and Home Economics Teacher. During the summer of 1973, I moved to Fox Creek, Alberta and taught Grade Six for the East Smoky School Division. For the last two years I have been an Elementary/Junior High Counsellor for the Edmonton Public School Board.

As an active member in A.T.A. activities I have served in the following positions: School Representative for various Locals, Secretary-Treasurer of the Central Alberta Regional, Guidance Council, President of the A.T.A. Guidance Council, Social Convenor for the East Smoky Local, and President of the Fox Creek Sub Local. During the past few years my professional involvement has been enriched by the opportunities to serve as Assistant to the Director of the Counselling Centre, Faculty of Educational Psychology, U. of A. and Assistant Director of the Counsellor Leadership Seminar. This Spring I have had the unique experience of acting as Public Relations Officer for Boreal Film Productions, who have just completed the film Who's Got the Power.

I enjoy and attempt to participate in a wide range of recreational and hobby activities. These include swimming, skiing, badminton, volleyball, curling, and spectator sports. Sewing, weaving, and stitchery help in my attempts to relax.

My basic view in education is to encourage the development of happy young people, who gain living skills as they progress through the school system. The strong forces directed toward family involvement in today's learning situations appear to be an encouraging process in the school community. I am looking forward to returning to the schools as a Counsellor to practice some of the new skills and ideas that I have been exposed to this past year.

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ONE FOR THE ROAD

Excerpt from Behavior Today

Psychiatry professor Eugene Gauron and two coworkers studies how "poor men's psychiatrists" - barbers, bartenders, beauticians - do their jobs in small Iowa towns. Part of their usefulness is simply acting as a safety valve, helping people to take the pressure off by talking about what's bothering them. "They are interested in people." Gauron explained, "and they have the ability to listen with sympathetic gestures and mannerisms, leading the speaker to feel they have found someone who understands their plight."

But a good helper does more than just encourage conversation. He or she helps the other person focus on the important aspects of whatever is bothering them, put the problem in perspective, and perhaps suggest another way of looking at it. Gauron believes that such help actually increases the number of people who decide to see professionals rather than reducing them. "The helpers have become a kind of middleman for those with serious problems," he says. "People are still reluctant to get help for mental illness. There's still fear, a stigma, a lack of understanding, and a good paraprofessional can go a long way toward overcoming such obstacles."

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